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ABSTRACT

The trainer's manual presents information to be covered in a workshop for regular educators on characteristics of all handicapping conditions. Strategies in the workshop acquaint trainees with techinques and methods for identifying, referring, and assessing the handicapped child, with emphasis on the awareness and understanding of the characteristics of the mildly and moderately impaired student in the classroom. Individual sections cover the following conditions: physical handicap, significant limited intellectual capacity, significant identifiable emotional or behavioral disorder, hearing handicap, visual handicap, speech handicap, and perceptual-communicative disorder. Usually outlined are definition, characteristics, behavior characteristics, methods for teaching, equipment needed, and resources for information on each condition. A list of parent and professional reading resources completes the document. (SB)

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A TRAINER'S MANUAL

OVERVIEW OF CHARACTERISTICS OF HANDICAPPING CONDITIONS

DEVELOPED IN COOPERATION WITH
JEFFERSON COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION RESOURCE CENTER
and
ROCKY MOUNTAIN TEACHER CORPS NETWORK
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Published by: ROCKY MOUNTAIN TEACHER COPRS NETWORK
277 Main Street, Lander, WY 82520

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PHYSICAL HANDICAP

DEFINITION: A physical handicap is an impaired ability to participate in the regularly provided classroom because of medical, orthopedic, neurological, and/or sustained illness or crippling conditions.

A physical impairment is characterized by at least one of the following:

- Impaired ability to maneuver in the school environment with a wheel chair, walker, braces, of other orthopedic devices.
- Need for the assistance of an aide for self help skills.
- Impaired ability to take notes or do assignments which require motoric movement and adequately compensate for this.
- Severe speech and language problems.
- Health problems requiring monitoring.

INCIDENCE: One percent of population.

CHARACTERISTICS: Cerebral Palsy: Any abnormal alteration in movement of motor function arising from defect, injury, or disease of the nervous tissues (American Academy of Cerebral Palsy). Cerebral Palsy is a condition caused by damage to the brain, usually at birth. "Cerebral" refers to the brain and "palsy" refers to the lack of control over the muscles.

Types:
- Spastic: individual moves stiffly and with difficulty.
- Athetoid: involuntary and uncontrolled movements.
- Ataxic: sense balance and depth perception.

Estimates of Handicapping Conditions When Cerebral Palsy is Diagnosed:

- Speech disabilities affect about 35%.
- Learning problems exist in about 16%.
- Gross perceptual problems found in 52%.
- Mental Retardation in about 50%.

Incidence:

- One in every 170 liveborn infants.

Spina Bifida: Malformation of the vertebral column and spinal cord, resulting in a full or partial loss of sensory and/or motoric functions below the level of the lesion.

Handicapping Conditions:

- No sensation.
- No body image.
- Lack of bowel and bladder control.
- Poor gait.
- Poor breathing.
- Hydrocephalic condition common.
- Moderate to severe perception.

Epilepsy: Disorder central nervous system, characterized by sudden seizures due to abnormal electrical discharges of brain cells.

Incidence:

- At least 2% of total population of physically handicapped.

See the Two Following Handouts:

COLORADO EPILEPSY ASSOCIATION

Affiliated with the

Epilepsy Foundation of America

1835 Gaylord St. Denver, CO. 80206

(303) 321-3266

FIRST AID

FOR EPILEPTIC SEIZURES

A MAJOR EPILEPTIC SEIZURE IS OFTEN DRAMATIC AND FRIGHTENING BUT USUALLY LASTS ONLY A FEW MINUTES. IT DOES NOT REQUIRE EXPERT CARE. THESE SIMPLE PROCEDURES SHOULD BE FOLLOWED:

1. Keep calm. You cannot stop a seizure once it has started. Let the seizure run its course. Do not try to revive the person.

2. Ease the person to the floor and loosen his clothing.

3. Try to prevent him from striking his head or body aginst any hard, sharp or hot objects but do not interfere otherwise with his movement.

4. If possible turn his face to the side so that saliva can flow out of his mouth.

5. Do not force anything between the person's teeth.

6. Do not be frightened if the person having a seizure seems to stop breathing momentarily.

7. After the movements stop and the person is relaxed, he should be allowed to sleep or rest if he wishes.

8. If the person is a child, the parents or guardians should be notified that a seizure has occurred.

9. After a seizure, many people can carry on as before. If, after resting a while, the person seems groggy, confused or weak, it may be better to accompany him home.

10. Any person subject to seizures should be under medical care.

COMMON TYPES OF SEIZURES

1. GRAND MAL:

   Violent shaking of the entire body accompanied by temporary loss of consciousness. Usually lasts about 2 to 5 minutes. May occur as often as one or more times a day, or as infrequently as once a year or more.

2. PETIT MAL:

   A simple staring spell (often mistaken for daydreaming). Usually lasts less than a minute, often only several seconds. May occur repeatedly in one hour.

3. PSYCHOMOTOR:

   Inappropriate or purposeless behavior with subsequent amnesia regarding the episode. Usually lasts 2 to 5 minutes, and may occur one or more times, weekly, monthly or annually.

THE CHILD WITH EPILEPSY

According to careful estimates, about one in every fifty children has epilepsy. That means there may be a child with epilepsy in one of your classes. You may not even be informed that he or she is subject to seizures. Often this is because the parents themselves are unaware - - particularly when the child has the petit mal or psychomotor types of epilepsy.

SIGNIFICANT SIGNS

Of course, there is little trouble recognizing a grand mal seizure. But keep your eye open for repeated occurrences of two or more of the symptoms listed below happening together and without variation. They may indicate petit mal or psychomotor epilepsy.

- Staring spells ("daydreaming")
- Tic-like movements
- Rhythmic movements of the head
- Purposeless sounds and body movements
- Head dropping
- Lack of response
- Eyes rolling upward
- Chewing and swallowing movements

If you suspect that one of your students has epilepsy, consult health personnel for your school. Only a physician, after thorough examination, can state that a person does or does not have the disorder.

MANAGEMENT OF CHILDREN WITH EPILEPSY

1. Do not pamper the child for fear he will have a seizure.
2. Do not let him "rule the roost".
3. Do not fear or pity him.
4. Do generally treat the child with epilepsy as you would any other student. This is essential if the child is to develop a healthy personality, and become a normal, productive member of society.

Multiple Scelerosis: Characterized by spots of degeneration that attack any part of the brain, causing paralysis and sometimes blindness, deafness or mental changes.

Symptoms:

- Numbness
- Double vision
- Loss of bladder and bowel control
- Speech difficulties
- Extreme fatigue
- Dragging of feet

Causes:

- Primarily in temperate climates such as North America and Europe.
- Frequency higher in women than men.
- Disintegration of myclin - the fatty membrane surrounding nerve fibers.
- Loss disrupts conduction of nerve impulses.

Muscular Dystrophy: A group of chronic muscle diseases, usually hereditary, in which muscle tissue is destroyed until the student is totally helpless.

Incidence:

- Approximately 250,000 Americans are affected.

Characteristics:

- Involves muscles of the pelvic girdle and shoulder.
- Affects muscles of face and shoulders.
- Affects extremeties first.

Diabetes: A disease in which the body does not make proper use of certain foods, specifically carbohydrates in the form of sugar and starches. It is believed to be hereditary. Diabetes is caused by a defect in the action of insulin. Insulin is a hormone produced by the pancreas, a large gland that lies behind the stomach.

Symptoms:

-Excessive thirst

-Excessive urination

-Hunger

-Loss of weight

-Easy tiring

-Slow healing of cuts and bruises

-Intense itching

-Pain in fingers and toes

-Drowsiness

Incidence:

-Approximately 250,000 school age children under 15 years of age.

Sickle Cell: A herediatry blood disease found in people with African ancestry, approximately a ratio of 1 in 10, and a severe condition in 1 in 400.

Symptoms:

-Pale coloring

-Tired, short of breath

-Loss of appetite

-Swelling in joints

-Slow growth rate

-Low resistance to infections

-Pain in arms, back, and abdomen

Autism: (or autistic-like behavior) has the following traits which may or may not be evident in each student:

-Severely impaired use of speech, total lack of speech or echolalia.

-Severely distorted communication pattern - gesturing, seeking attention of others, and indicating needs or wants.

-Distress following minor enviromental changes.

-Behavioral routines instead of play and a repetitive use of toys or objects.

-Covers ears with his hands, has poor eye contact, and performs tasks requiring gross or fine-motor skills poorly.

-Extreme mood swings between hyperactivity and passivity.

-Exaggerated body movements including body swaying, rocking, and twirling; head banging; and hand fluttering.

-Non-realization of the significance of events and painful or dangerous stimuli.

Cancer - Brain Tumors:

Incidence:

-In school population increasing, and the number is unknown. Also the reason for the increase is unknown.

Characteristics:

-Lethargic.

-Developmentally delayed.

-Perceptual deficits.

-Poor balance.

-Fearful.

-Sensory input deficient.

RECOMMENDATIONS FOR BUILDINGS TO AID PHYSICALLY IMPAIRED

1. Metal kickplates on doors.

2. Repair cracked sidewalks - - pave outside exits from classrooms. Eliminate doorway thresholds.

3. Lowered light switches, fire alarm switches, water fountains.

4. Key-operated elevators, or an extension rod placed to facilitate operation.

5. Exit designations for wheelchairs (road signs, restrooms, parking lots).

6. Wash basins, towel dispensers, and mirrors lowered.

7. Telephones lowered and vending machines have a lower coin slot.

8. Non-slip surfaces for floors are recommended.

9. Electrical outlets to accommodate chargers for battery-operated wheel chairs. (Centers for chair repairs, parts).

10. Swimming pools should have special ramps or pulleys.

11. Parking spaces in each parking lot enlarged and labeled for vans and buses.

12. Automatic sliding doors installed.

13. Curtains in bathroom partitions. Wider spaced stalls to provide more space around the stool. Grab bars provided.

14. Adaptable furniture, lower and larger.

15. Auditorium and theatres need vacant area to permit wheel chair seating with facilities for friends to join in section.

16. Transportation vehicles with special wheelchair lifts.

17. Skyways and underground passages between building to facilitate traveling.

18. Volunteer instructional aids for special note-taking pads with pressure sensitive carbons.

INTRODUCTION

A complete OVERVIEW OF CHARACTERISTICS OF ALL HANDICAPPING CONDITIONS to be made available to teachers is based upon the principle that handicapped children shall be educated in regular classrooms, insofar as practicable; and that the regular classroom teacher is oftentimes, unfortunately, not prepared to teach the exeptional child. Yet regular classes usually have three or more students who are mildly, yet significantly, handicapped requiring special education interventions.

The workshop on the OVERVIEW OF CHARACTERISTICS OF HANDICAPPING conditions will demostrate to trainees the importance of a positive attitude toward handicapped children. This workshop will further provide the trainees with knowledge and insights into the problems of the handicapped child, bibliographic references, help in dealing with the social problems associated with integration in the regular class, building peer acceptance, and development of teacher empathy for handicapped pupils. Strategies in the OVERVIEW will acquaint the trainee with techniques and methods of identifying, referring, and assessing the handicapped child, with emphasis on the awareness and understanding of the characteristics of the mildly and moderately handicapped student in the classroom.

SAMPLE HANDOUT

FIFTEEN HINTS FOR REWARDING RELATIONSHIPS

1. First of all remember that the person with a handicap is a person. He is like anyone else, except for the special limitations of his handicap.

2. A disability need not be ignored or denied between friends. But until your relationship is that, show friendly interest in him as a person.

3. Be yourself when you meet him.

4. Talk about the same things as you would with anyone else.

5. Help him only when he requests it. When a handicapped person falls he may wish to get up by himself, just as many blind persons prefer to get along without assistance. So offer help but wait for his request before giving it.

6. Be patient. Let the handicapped person set his own pace in walking or talking.

7. Don't be afraid to laugh with him.

8. Don't stop and stare when you see a handicapped person you do not know. He deserves the same courtesy any person should receive.

9. Don't be over-protective or over-solicitous. Don't shower the handicapped person with kindness.

10. Don't ask embarrassing questions. If the handicapped person wants to tell you about his disability he will bring up the subject himself.

11. Don't offer pity or charity. The handicapped person wants to be treated as an equal. He wants a chance to prove himself.

12. Don't separate a disabled person from his wheelchair or crutches unless he asks it. He may want them within reach.

13. When dining with a handicapped person, don't offer help in cutting his food. He will ask you or the waiter if he needs it.

14. Don't make up your mind ahead of time about the handicapped person. You may be surprised at how wrong you are in judging his interests and abilites.

15. Enjoy your friendship with the handicapped person. His philosophy and good humor will give you inspiration.

SAMPLE HANDOUT

PRACTICAL SUGGESTIONS FOR THE TEACHER REGARDING PHYSICAL IMPAIRMENT AND ILLNESS

1. Become informed about the disability

   a. investigate the diagnosis and prognosis
   b. know the prescribed treatment and therapy

2. Inform peers of the disability in order to promote acceptance

3. Be aware of the psychological cycle in response to a physical impairment

   a. denial--produces anger and rebellion
   b. absorption with self-withdrawal
   c. guilt
   d. gradual return to reality and adjustment
   e. acceptance

4. Develop strategies for dealing with these problems:

   a. confusion and discrepancy between actual body structure and the child's image
   b. leisure time activities
   c. social development
   d. adaptive devices
   e. bathrooming
   f. goals for future employment

5. Encourage self-help skills

6. Request that the student be independent and perform the skills of which he is capable. Do not rescue for your convenience.

7. Keep in mind that some therapies have the importance of primary needs. Sometimes academic progress is delayed because of limited contact time with educational plan.

FILMS

(PHYSICALLY HANDICAPPED)

HE'S NOT THE WALKING KIND

Time: 28 Minutes
Color

He's Not The Walking Kind depicts in a simple and straightforward manner several incidents in the life of Brian Wilson, a young man who is spastic. The content is simple and descriptive. By focusing on Brian and his life, the producer has created film which leaves the user unusually free to decide which aspects of the film he wishes to emphasize.

Publisher: National Film Board of Canada
Centron Educational Films
1621 West Ninth Street
Lawrence, Kansas 66044

Cost: $435.00 (purchase)

Audience Appeal: All Personnel
Secondary Students
Parents

IMAGES OF EPILEPSY

Time: 18 Minutes
Color

The film stresses the importance of early diagnosis of epilepsy as well as the urgency for its recognition and an understanding of the problems the epileptic faces.

Three students were given materials to make a film of "how they saw themselves". Symptoms detected from two of the films led to an examination and early detection of less severe but previously undetected epilepsy. These children were helped to adjust and understand their problem. The third film was made by a more serious but already detected epileptic and showed a few of the problems and limitations he encountered.

The narrator stresses public awareness and understanding.

Publisher: Colorado Epilepsy Association
1835 Gaylord St.
Denver, Colorado 80206

Cost: $105.00 (purchase)

Audience Appeal: All Personnel
Parents

LEO BEUERMAN

Time: 31 Minutes
Color

Leo Beuerman presents a sketch of the daily life of a multiply-handicapped adult who has made remarkable efforts to establish an independent life style of his own. The film could be used to give insight into what it is like to be handicapped and to stimulate re-examination of personal values and attitudes.

Publisher: Centron Educational Films
1621 West Ninth Street
Lawrence, Kansas 66044

Cost: $190.00 (purchase)

Audience Appeal: Junior High Students

TIME'S LOST CHILDREN

Time: 29 Minutes
Color

Time's Lost Children examines infantile autism, a condition which as yet has no real known cause and thus no definite effective treatment. Also shown is a program for young autistic children which provides short term language training and behavior management.

Publisher: Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Cost: $315.00 (purchase)

Audience Appeal: Teachers of Special Education
Parents of Handicapped Children

CHANGES

Time: 30 Minutes

A sensitive examination of the rehabilitation process by a young filmmaker who is quadriplegic due to spinal cord injury.

Publisher: Summitt Films, Inc.
2145 So. Platte River Drive
Denver, CO. 80223

A MATTER OF INCONVENIENCE

Time: 10 Minutes
Color

On the slopes of Lake Tahoe, Nevada, you will meet an unusual, enthusiastic group of young people. They are skiers. They are also blind or amputee. They refuse to accept the stereotype of "helpless" and in so doing, illustrate the difference between a disability and a handicap.

A disability is an impairment of structure or function. It becomes a handicap when the individual perceives it as a "barrier" to his potential for work or play. As the camera follows these skiers over the slopes, the impact of this distinction becomes visually precise. Interplaying with their activities are their comments on why and how they have overcome physical limitations. "If you are born with a disability and you allow it to hinder your functioning, then I'd call it a handicap, but if you do things another way in spite of the disability, then it's simply a matter of inconvenience."

Dramatic moments are captured as Dave, Bill, and Dan, all amputees, "hot-dog" over the hills, and when the screen goes black, we hear, as Betty does, the directions of her instructor that guide her skillful maneuvering down the slope. As sung by Cass Elliot, "Make Your Own Kind of Music" symbolizes the film's underlying philosophy, in a poignant closing montage, that the act of skiing becomes secondary to the feeling, "I am able".

Produced in cooperation with the Department of Special Education, California State University, Los Angeles, and the National Inconvenienced Skiers Association.

WINNER - CERTIFICATE OF EXCELLENCE - INTERNATIONAL AAMD FILM FESTIVAL

Cost $150.00 (purchase)

Audience Appeal: All Levels

DON'T LOOK AWAY And PASS THE WORD 12 min each.Two new films about epilepsy from The Epilepsy Foundation of America, 1828 L Street, NW, Washington, DC 20036.

LIKE OTHER PEOPLE 37 min Dramatizes the sexual, emotional and social needs of people with mental or physical disabilities in deeply moving manner. Perennial Education, Inc., 1825 Willow Rd., Northfield, IL 60093. Tel: (312)446-4153.

WHEN MAY COMES, WE'LL MOVE TO THE FIRST FLOOR 22 min Black and white. Tells the story of a lonely and isolated life led by a young woman with cerebral palsy. United Cerebral Palsy Assn., Inc., 66 E. 34th St., New York, NY 10016.

RESOURCES

PHYSICALLY HANDICAPPED

AUXILIARY SERVICES

(1) Physical Therapist
(2) Occupational Therapist
(3) Speech and Language Therapist
(4) Social Worker
(5) Psychologist
(6) School Nurse

BOOKS

First, Ponder, Then Dare: The Disabled Students of America - Campuses across the country have opened to disabled students. This booklet illustrates how various schools are accommodating severely disabled students.

National Employ The Handicapped Week - Workbook - Published by The President's Committee on Employment of the Handicapped, Washington, DC 20210

Education of Exeptional Children and Youth, Prentice-Hall, Inc., Englewood Cliffs, N.J., second edition, 1967, Cruickshank, William M. and Orville G. Johnson.

Education of Exceptional Learners, Allyn and Bacon, Inc., Boston, 1974, Hewett, Frank M.

ADDITIONAL RESOURCES

United CP Assoc., Inc.
66 East 34th Street
New York, NY 10016

Easter Seal Society for Crippled Children and Adults
2023 West Ogden Ave.
Chicago, IL 60612

National Multiple Sclerosis Society
257 Park Avenue S.
New York, NY 10010

Muscular Dsy. Assoc. America, Inc.
810 Seventh Avenue
New York, NY 10019

Epilepsy Foundation of America
1828 L. Street, N.W.
Washington, DC 20036

SIGNIFICANT-LIMITED INTELLECTUAL CAPACITY

DEFINITION:

A significant-limited intellectual capacity (SLIC) is reduced general intellectual functioning which usually originates in the developmental period and is associated with impairment in adaptive behavior. Although no one of these indicators, by itself, is a sufficient criterion for determination of a significant limited intellectual capacity, and professional judgment will be required for interpretation of scores and other findings.

The following characteristics are indicative of a significant-limited intellectual capacity:

- Evidence of poor adjustment in terms of ability of the individual to independently maintain himself in a manner consistent with the standards and requirements of his society. An academic deficiency of being, at least, two years below grade level in reading and math.

CRITERIA:

- Scores between 50 and 79 on an individual intelligence test and characteristics listed above.
- Scores above 79 or below 50 on an individual intelligence test when the above characteristics are exhbited and, additionally, evidence of the pupil's ability or inability to adapt to the regular school program.

INCIDENCE:

- About 3% or 7,000,000 are identified as having signigicant limited intellectual capacity.
- Population school-age range: 20%
- Educable (goal-independent adult behavior): 1,200,000.
- Trainable (goal-semi-dependent adult behavior): 150,000.
- Total care: 50,000.

CAUSES:

Identified by American Association of Mental Deficiency:

- Infection - Example: German measles (rubella).
- Intoxication - lead, mercury, carbon monoxide poisoning, RH incompatibility.
- Metabolism - Tay Sach's, PKU.
- Prenatal - Chromosome abnormalities, Down's Snydrome.
- Structural - hydrocephaly, microcephaly.
- Psychological - environment both physical and social.

CHARACTERISTICS:

Generally speaking, most mentally retarded individuals are more like their fellows than unlike them. (The Mentally Retarded, Jordan, page 75).

Physical: A SLIC child's physical nature does not always set him apart from the average child. In most cases, he or she looks like any other child.

- Height and weight approximates normal child.
- Motor coordination approximates normal child.
- Can exhibit slow reaction time.
- Many have a physical handicap.
- Often needs help in gaining manipulative skills.
- Sometimes receives inadequate health care.
- Sometimes has less capacity for enduring physical activities.

Emotional: The retarded child does not function in accordance with the same psychological principles or with the same needs systems as the normal child. The knowledge that intelligence is dulled seems to carry with it the false implications that the retarded child is less sensitive to hurt, less responsive to disappointment, and not in need of gratification which comes with the knowledge that one's efforts are appreciated. The major difference between the retarded child and his normal peers rests in the retarded child's ego limitations.

The limitation seriously interferes both with his capacity to obtain, through his own efforts, optimal needed gratification, as well as with his capacity to neet environmental demands. He needs to depend much more on help from others. (Hirsch, 1959, American Journal of Mental Deficiency, page 639.)

Intellectual: The student with SLIC characteristics will develop mentally at a rate that is ½ to 3/4 that of an average child with:

- Poor auditory memory.
- Poor visual memory.
- Inability to generalize.
- Poor conceptual abilities.
- Poor perceptual abilities.
- Difficulty in the language areas.
- Lack of imagination.
- Lack of originality.

Academic: The SLIC child will usually be ready to learn academic skills between the mental ages of 8 and 11 regardless of his or her chronological age.

- Can be educated and trained.
- Easily distracted.
- Short attention span.
- Difficulty in self-direction.
- Concrete easier than abstract.
- Poor reasoning ability.
- Inability to use previous experiences.
- Easily frustrated.
- Aspirations may be low.

- Difficulty in verbalizing.

- Limited vocabulary.

- Needs repetition.

- Does not observe closely.

- Inability to evaluate own efforts.

- Learns best in structured situations.

- Learns best through real experiences.

Personal and Social: No specific traits distinguish the SLIC child from the average child. The SLIC child can learn to fit in socially. The following should be considered when helping the SLIC child to grow personally and socially:

- Social values and attitudes are often patterned after those in the house and neighborhood.

- Tendency toward being a follower.

- Play interest usually matches those of children his or her own mental age.

- Possesses a strong sense of loyalty.

- Higher incidence of delinquency.

Occupational: The SLIC child can be educated and trained to partially or totally support himself as an adult. He or she can learn to do skilled and semi-skilled work.

FILMS

(SIGNIFICANT-LIMITED INTELLECTUAL CAPACITY)

ALL MY BUTTONS

Time: 30 Minutes
Color

All My Buttons is basically designed to explain some of the problems the mentally retarded encounter in society. Society is not equipped to accept the retarded. Skills may be easily acquired but rehabilitation of the retarded is not complete until they are allowed to enjoy life. Various alternatives are offered but it is evident that wasted lives are no longer necessary. Behavior management is introduced.

Publisher: H & H Enterprises, Inc.
Box 3342
Lawrence, Kansas 66044

Cost: $240.00 (purchase)

Audience Appeal: Teachers of Special Education
Teachers who are integrating SLIC

THEY CALL ME NAMES

Time: 22 Minutes
Color

In this film a series of young people thoughtfully relate their experiences, portraying their very definite strengths which counter-balance their stereotyping label "retarded".

Publisher: BFA Educational Media
2211 Michigan Ave.
P.O. Box 1795
Santa Monica, California 90406

Cost: $290.00 (purchase)

Audience Appeal: Elementary Teachers
Secondary Teachers
Administrators

A FAMILY OF FRIENDS

Time: 25 Minutes
Color

By the time they reach their mid-twenties, most children have asserted their independence and moved out of their parents' home or are chomping at the bit to do so. How then must mentally retarded young adults feel when they see their younger brothers and sisters going away to college or setting up housekeeping in their own apartments. How lonely are they when these, their lifelong companions, no longer can provide daily understanding and friendship? What will happen to the mentally retarded when their parents are no longer able to care for them? These problems are being tackled, and consequently a very fortunate few mentally retarded adults are able to live a life with a dignity in group homes. A Family of Friends explores the group home concept as it is working in Arlington, Virginia, where five mentally retarded young adults, three men and two women, share a house with a young married couple who serve as resident house managers. Everyone helps with household responsibilities while also holding a job in the Washington, D.C. area, participating in such community activities as swimming, and karate lessons, shopping, and going out together on weekends. Through this full life the members make friends and develop mutual as well as self-respect. Interviews with neighbors compare fears about declining property values prior to the establishment of the group home on their block with their present favorable attitude toward the concept and the people it benefits. Parents of the group members marvel at the blossoming capabilities of the children they had carefully protected, often spoiled, and reluctantly detached from their apron strings.

Publisher: Richard D. Field
Richfield Production Service
8006 Takoma Ave.
Silver Spring, MD. 20910

Cost: $240.00 (purchase)
$ 35.00 (rental)

Audience Appeal: All Personnel

SIGNIFICANT IDENTIFIABLE EMOTIONAL OR BEHAVIORAL DISORDER

DEFINITION: A significant identifiable emotional or behavioral disorder (SIEBD) is social or behavioral functioning such that the child cannot be adequately and/or safely educated in the regular school program. The following are characteristics of emotional/behavioral disorders when they are exhibited at a rate higher than that which other children exhibit, are exhibited in almost all settings within the total environment, including the school, home and community, and have been evident for a period of time. In addition to non-compliance, one or more of the following characteristics will indicate a significant identifiable emotional or behavioral disorder.

CHARACTERISTICS:

- Behavior which is dangerous to the student and to others.
- Behavior which seriously interferes with the student's learning, or that of his classmates. That is, the student exhibits:
  - An inability to perceive social situations.
  - Inappropriate responses to social cues.
  - A weakness in listening and following directions.
  - An incompetence in tolerating peers.
  - Inadequate play skills: (1) uses parallel play when beyond its developmental level, and (2) has inappropriate interactions with other children.
- Active auditorial or visual hallucination.
- Significantly limited self-control.
- Lack of positive and sustained interpersonal relationships.
- Persistent physical complaints related to stress or anxiety.
- Pervasive moods of anxiety or depression.
- Persistent patterns of bizarre or exaggerated behavior reactions to routine environment.
- Extended periods of time with observable withdrawal that has no apparent positive coping aspect.

SOCIAL CHARACTERISTICS: The socially maladjusted child may:

- Have poor attendance.
- Be sullen and unhappy.
- Say he hates school.
- Be indifferent and inattentive.
- Fail for no apparent reason.
- Achieve less than his ability indicates.
- Not be able to take defeat in a game.
- Feel "picked on".
- Be jealous.
- Roam around the room and not stay in his seat.
- Not be accepted by others.
- Lack a sense of humor.
- Fight rather than let others win an argument.
- Brag about himself.

EMOTIONAL CHARACTERISTICS: The emotionally upset child may:

- Feel insecure.
- Be fearful - worried.
- Have a chip-on-the-shoulder attitude.
- Fail in school with no apparent reason.
- Have emotional blocks to learning.
- Know something one day and forget it the next.
- Not respond unless he thinks he is right.
- Have a negative attitude.
- Imagine he is ill when nothing is wrong.
- Dislike school.

SAMPLE HANDOUT

SIEBD

Significant Identifiable
Emotional and Behavioral Disorders

The purpose of the SIEBD program in Jefferson County is to provide educational and therapeutic programs for students who are considered to be so emotionally or behaviorally disordered that they are unable to benefit from the regular school program.

BEHAVIORAL DISORDERS

1. Non-compliance (won't follow directions; won't complete assignments)
2. Inappropriate verbalizations
3. Inappropriate attention (restlessness, distractability, withdrawn)
4. Weak self control
5. Frequent absences
6. Disrespects authority and property
7. Fights with other students
8. Overidentifies with adults or peers

EMOTIONAL DISORDERS

1. Difficulties in building or maintaining satisfactory interpersonal relationships with peers, parents, and teachers
2. A general mood of anxiety or depression
3. A tendency to develop physical symptoms, pains, or fears associated with personal or social problems
4. An exhibition of over reactions to normal stimuli

FILMS

SIGNIFICANT IDENTIFIABLE EMOTIONAL AND BEHAVIORAL DISORDERS

DEALING WITH DISCIPLINE PROBLEMS

Time: 28 Minutes
Color

Film demonstrates proven techniques for handling many common school discipline problems. Individual teachers reveal how they achieve discipline by putting the success concepts of Reality Therapy into every day practice. Teachers suggest alternative ways for handling discipline problems. Example: classroom disruption; fighting; uninvolved students; breaking playground rules, etc.

Publisher: Media Five
Film Distributors
1011 North Cole Drive
Hollywood, California 90038

Cost:
Purchase: $309.00

Audience Appeal: Administrators
Teachers K-6

DEPRESSION: A STUDY IN ABNORMAL BEHAVIOR

Time: 27 Minutes
Color

In this affecting film on abnormal behavior, the viewer follows a young housewife-teacher through an episode of depression. The stages and the pattern of abnormal behavior become clear through watching the progress of Helen's depression. Unable to function normally Helen is severely depressed. Her husband decides to get help and she is hospitalized. Her eventual release is shown and she returns to society with her symptoms gone but needing continued follow-up. The film discusses the many and often conflicting approaches, theories, criteria, therapies, and treatment relating to abnormal behavior.

The film touches on the question of mental institutions and the effect of hospitalization on patients. The narrator stresses that the current trend in treatment is to blend different approaches and therapies, in an attempt to offer more help in understanding to people like Helen.

Publisher: CRM Educational Films
Del Mar, California 92014

Cost:
Purchase: $335.00
Rental: $ 35.00

Audience Appeal: All personnel
Parents

IF YOU DO SOMETHING FOR ME

Time: 10 Minutes
Color

When reinforcing behaviors, the appropriate reward is important.

Publisher: Stanfield House, 900 Euclid
Santa Monica, California 90403

Cost:
Purchase: $100.00

Audience Appeal: Elementary, Secondary Teachers
Counselors

EMOTIONAL DEVELOPMENT: AGGRESSION

Time: 20 Minutes
Color

The film opens by noting how pervasive and how universal aggression is in daily life. The suggestion is made that different people show different kinds and amounts of aggression. This suggestion leads to a discussion of social learning theory. Social learning theory considers aggression as a learned behavior and people are responsible for their aggressive acts, when aggressive skills will be used, how they are maintained, and how they can be changed. The film uses childhood aggression as examples but also discusses how aggression in adults is developed.

Publisher: CRM Educational Films
Del Mar, California 92014

Cost:
Purchase: $395.00
Rental: $ 35.00

Audience Appeal: Teachers of Special Education
Counselors and Social Workers
K-12 Classroom Teachers

GLASSER ON DISCIPLINE

Time: 28 Minutes
Color

Presents a successful new approach to an old problem: School Discipline. Using typical discipline problems as examples, Dr. Glasser reveals some surprisingly practical solutions, including five basic steps to achieving effective discipline in any school.

Publisher: Media Five
Film Distributors
1011 North Cole Drive
Hollywood, California 90038

Cost:
Purchase: $308.00

Audience Appeal: All Personnel
Parents

MORAL DEVELOPMENT

Time: 28 Minutes
Color

Morality involves the reasons why a person does or does not do things that are considered right and good or wrong and bad. But psychologists and educators are interested in morality at an even deeper level. They are concerned with what determines a person's behavior.

This film explores two major current psychological theories of moral development: The cognitive-developmental theory of Dr. Lawrence Kohlberg, of Harvard University, and social learning theory.

Publisher: CRM Educational Films
Del Mar, California 92014

Cost:
Purchase: $425.00

Audience Appeal: Secondary Teachers

ONE STEP AT A TIME: AN INTRODUCTION TO BEHAVIOR MODIFICATION

Time: 32 Minutes
Color

The narrator of this film, Dr. Roger Ulrich, suggests that behavior modification techniques are still experimental but that they offer great promise for use in a wide variety of situations. After watching the effectiveness of some of these techniques as used in state mental hospital programs, in special school programs, and with the multiply-handicapped, the viewer can only agree.

The film shows how positive reinforcement works and how it encourages handicapped or retarded children, children with learning problems, or disturbed adults to respond with appropriate behavior.

The film is a moving and effective view of some of the possibilities of behavior modification techniques.

Publisher: CRM Educational Films
Del Mar, California 92014

Cost:
Purchase: $325.00
Rental: $ 38.00

Audience Appeal: Elementary Teachers
Secondary Teachers
Teachers of Special Education
Counselors
Administrators

REALITY OF SUCCESS

Time: 28:40 Minutes
Color

This film suggests a simple process by which the helping person can reach the child who has been considered a problem. Dr. Glasser explains how the seven basic steps of Reality Therapy can help a student begin succeeding in school. He demonstrates how to deal with the present, how to get the student to evaluate his own actions, make a plan, and follow through with a commitment.

Publisher: Media Five Film Distributors
1011 North Cole Drive
Hollywood, California 90038

Cost:
Purchase: $308.00

Audience Appeal: Administrators
Special Services
Counselors

STARTING TOMORROW

Time: 28 Minutes
Color

The following persons offer practical, workable classroom approaches every teacher can use to improve human relations and school discipline:

Dr. William Glasser — Herbert Kohl
Dr. Lee Salk — Thomas Gordon
James Herndon — Jonathan Kozol

This film offers new insights to the psychology of teaching for teachers who want help in understanding students.

Publisher: Media Five, Film Distributors
1011 North Cole Drive
Hollywood, California 90038

Cost:
Purchase: $333.00

Audience Appeal: New Teachers
Student Teachers

TEACHER EFFECTIVENESS TRAINING

Time: 28 Minutes
Color

This film illustrates the methods created by Dr. Thomas Gordon, author of Parent Effectiveness Training. Dr. Gordon demonstrates his concepts of active listening, "I" messages and the no-lose method for resolving conflicts.

Publisher: Media Five
Film Distributors
1011 North Cole Drive
Hollywood, California 90038

Cost:
Purchase: $333.00

Audience Appeal: Elementary & Secondary Teachers
New Teachers
Student Teachers
Administrators

UNDIFFERENTIATED LUMP

Time: 10 Minutes
Color

The film quotes B.R. Skinner's concept of shaping behavior. "Operant conditioning shapes behavior as a sculptor shapes a lump of clay. Although at some point the sculptor seems to have produced an entirely novel object, we can always follow the process back to the original undifferentiated lump. In the same sense, an operant is not something which appears full grown in the behavior of the organism. It is the result of a continuous shaping process."

Publisher: Stanfield House
900 Euclid
Santa Monica, California 90403

Cost:
Purchase: $100.00

Audience Appeal: Secondary Teachers

A SUCCESS - ORIENTED CALSSROOM

Time: 28:40 Minutes
Color

Individualized Instruction is tailoring instruction to what the child or group needs. This program includes an un-cut 16-minute visit to a classroom in one of Dr. William Glasser's Schools Without Failure. The relationship of record keeping and a student's feeling of self worth is discussed. The teacher's role while the students are working independently is defined. Techniques are given for providing opportunities for children to make decisions, to work cooperatively, and to help each other learn.

Publisher: Media Five
Film Distributors
1011 North Cole Ave.
Hollywood, California 90038

Cost:
Purchase: $308.00

Audience Appeal: Regular Teachers 4 - 6
Elementary Principals

WHY CLASS MEETINGS

Time: 28 Minutes
Color

Dr. William Glasser presents the rationale for class meetings and outlines techniques that contribute to successful class discussions. A second-grade class meeting, led by Dr. Glasser demonstrates the techniques for leading an open-ended class discussion.

Publisher: Media Five
Film Distributors
1011 North Cole Drive
Hollywood, California 90038

Cost:
Purchase: $309.00

Audience Appeal: Elementary Teachers

WHO DID WHAT TO WHOM?

Time: 16½ Minutes
B & W

There are many sources of information on the theory of behavior principles. This practice film helps students recognize actual situations in which four of these are operating appropriately or inappropriately, and practice in how to handle such situations.
Principles considered are (1) positive reinforcement, (2) negative reinforcement, (3) punishment, (4) extinction.

Publisher: Research Press
P.O. Box 31771
Champaign, Illinois 61820

Cost:
Purchase: $195.91

Audience Appeal: Elementary Teachers
Secondary Teachers
Parent Education Groups

LEARNING TO LIVE SERIES FILMS

TRANSACTIONAL ANALYSIS FILMS - Series of 8 films:

Cost:
Purchase: $2,500.00
Rental: $600.00
Two-Month Lease: $1,250.00

1. CHANGING LIFE SCRIPTS

Time: 30 Minutes
Color

Some of us have life scripts which thwart our fulfillment as persons. How can we change?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, Maryland 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

2. FEELINGS — Time: 30 Minutes, Color

We all collect hurt and angry feelings. What can we do to be more honest in accepting and expressing our real feelings?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, Maryland 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

3. TRANSACTIONS — Time: 30 Minutes, Color

When two people relate - transact - the three ego states are involved. How do my ego states hook yours?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, Maryland 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

4. ACQUIRING LIFE SCRIPTS — Time: 30 Minutes, Color

We all adopt life plans or scripts early in life. How are scripts acquired?

Publisher: Mass Media
2116 N. Charles St.
Baltimore, Maryland 21218

Cost:
Purchase: $350.00
Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

FILMS - SIEBD (CONT.)

5. GAMES — Time: 30 Minutes, Color

Some of the games people play are frustrating and destructive. How can we stop playing games?

Publisher: Mass Media, 2116 N. Charles St., Baltimore, Maryland 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

6. STROKES — Time: 30 Minutes, Color

We all need recognition - "strokes." How can we be less afraid to ask for and accept recognition and love?

Publisher: M ~s Media, 2116 N. Charles St., Baltimore, Maryland 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

7. TIME STRUCTURES — Time: 30 Minutes, Color

How we use our time affects the priorities in our lives. How can we gain control or direction in our use of time:

Publisher: Mass Media, 2116 N. Charles St., Baltimore, Maryland 21218
Cost: Purchase: $350.00; Rental p/day: $25.00

Audience Appeal: Adults and teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

8. EGO STATES — Time: 30 Minutes, Color

Adult and child aspects of our personalities are explored to show why we act and react the way we do.

Publisher: Mass Media, 2116 N. Charles St., Baltimore Maryland 21218
Cost: Purchase: $350.00; Rental p/day: $250.00

Audience Appeal: Adults & teachers who are involved in the study of Transactional Analysis
Supplementary material for inservice college classes
Teachers implementing T.A. in their classrooms.

HEARING HANDICAPPED

DEFINITION:

A deficiency in hearing acuity, as demonstrated by a reduced threshold of auditory sensitivity to pure tones or speech, sufficient to affect the ability to communicate with others where, even with the help of amplification, the child requires supplementary assistance or modification of instructional methods and materials in order to communicate, function, and learn.

CHARACTERISTICS:

A student with a hearing handicap may be characterized as possessing an average hearing loss of 20 decibels or greater in the better ear in the speech range, and one or more of the following characteristics:

- Limited vocabulary when compared to peers.
- Difficulties in understanding spoken or written language due to a delay in vocabulary and syntatical development.
- Difficulty in oral self-expression or written language due to delays in the development of vocabulary and syntax.
- Unusual speech demonstrated by -
    - Misarticulation
    - Inappropriate tone, volume or pitch.
    - Lack of inflection or fluency.
- Delay in the development of auditory discrimination, memory, discrimination between foreground and background sounds, analysis, and synthesis.
- Lowered reading level due to language limitations.
- Inappropriate copying behaviors, such as -
    - Pretends to understand when does not.
    - Fails to ask questions to clarify understandings.
    - Fails to grasp what's happening in social situations.
    - Fails to pick up social graces and tact.
- Low academic achievement.

SAMPLE HANDOUT

SIGNS TO LOOK FOR IN THE CLASSROOM DENOTING POSSIBLE HEARING PROBLEMS:

POSSIBLE PHYSICAL CHARACTERISTICS

1. Failure to respond; says "What?" or "Huh?" continually
2. Cups his or her hand to his ear; moves closer; tilts head at unusual angles to get better sound
3. Running ears; earaches; and noises in head
4. Prefers the TV a little louder than anyone else in the room
5. Complains that others are slurring words or mumbling
6. Habitually turns one side of his head toward the speaker
7. Fails to hear any improvement when listening to Hi-Fi or stereo
8. Continually asks persons to repeat phrases or words
9. Is plagued by ringing in the ears or other head noises
10. Has trouble hearing at church, movies, etc.
11. Finds it difficult to locate the source of sounds
12. With infants: does not become startled by a sudden noise, like a hand clap . . . does not develop speech normally

SPEECH CHARACTERISTICS

1. Defects in speech
2. Peculiar voice quality (i.e. nasal, guttural, etc.) and without expression
3. Avoids talking to people
4. Lack of adequate flow of language

SCHOOL

1. Poor general scholarship particularly in language and reading
2. Poor oral work
3. Generally slow and inaccurate in school work; particularly poor in spelling where dictation methods are used
4. Puts his or her own incorrect interpretation on many questions and topics as a substitute for complete hearing and understanding
5. When compared to children with normal hearing . . . CHILDREN WITH HEARING IMPAIRMENTS REPEAT GRADES FOUR TIMES AS OFTEN.

SOCIAL CHARACTERISTICS

1. Uninterested in any group; sensitive; aloof; suspicious
2. Beware of the hearing impaired student who is <u>not</u> a behavior problem; as well as those who are (i.e. student who sits in seat, smiles and nods - often interpreted by teachers as an indicator of understanding).

ADAPTATIONS FOR THE CHILD WITH HEARING DIFFICULTIES:

1. Encourage the child to "zero in" on lip reading. Lip reading is not a cure-all and it is not an innate ability.
2. Teacher should speak distinctly but not in an exaggereated manner to the child.
3. Stand where the child can see the movement of your lips easily.
4. Give attention to the correction of speech and incorrect pronunciation of words; however, not to the extent that the objective of the lession is lost.
5. Make greater use of visual materials.
6. Expect child to integrate in total program. If help is needed, resource personnel for the hearing handicapped can be contacted through the central special education office.
7. See that the child's customary seat is in the front of the room and to the side (so that the student need only look in one direction when there are classroom discussions).
8. Have child sit with better ear towards speaker.
9. If necessary arrange for the correction of vision problems. It is difficult to read lips and take advantage of visual aids with poor vision.

What is the difference between "finger spelling" and "signing"?

"Finger Spelling": Used for technical words, precise English word equivalents, and proper names. Abbreviations are used in visual language, and names used frequently can be turned into quick signs or symbols. Onstage actors avoid finger spelling if possible, because it is not as broad or colorful as signing.

"Signing": The use of one or more two-handed symbols, each of which stands for an entire work or idea. Often they are natural in origin - it is easy to see how one arrived at the sign for "eat", or "small:, or "love". Some have evolved so that their origins can be seen, but only after explanation. Some more abstract words, such as "because", have no explanation.

YOU HAVE TO BE DEAF TO UNDERSTAND

By Willard J. Madsen

What is it like to "hear" a hand:
You have to be deaf to understand!

What is it like to be a small child,
In a school in a room void of sound -
With a teacher who talks and talks and talks;
And then when she does come around to you,
She expects you to know what she's said?
You have to be deaf to understand.

Or the teacher who thinks that to make you smart,
You must first learn how to talk with your voice;
So mumbo-jumbo with hands on your face
For hours and hours without patience or end,
Until out comes a faint resembling sound?
You have to be deaf to understand.

What is it like to be curious,
To thirst for knowledge you can call your own,
With an inner desire that's set on fire -
And you ask a brother, sister, or friend
Who looks in answer and says, "Never mind!"?
You have to be deaf to understand.

What is it like in a corner to stand,
Though there's nothing you've done really wrong.
Other than try to make use of your hands
To a silent peer to communicate
A thought that comes to your mind all at once?
You have to be deaf to understand.

What is it like to be shouted at
When one thinks that will help you to hear;
Or misunderstand the words of a friend
Who is trying to make a joke clear,
And you don't get the point because he's failed?
You have to be deaf to understand.

What is it like to be laughed in the face
When you try to repeat what is said;
Just to make sure that you've understood,
And you find that the words were misread -
And you want to cry out, "Please help me, friend!"?

What is it like to have to depend
Upon one who can hear to phone a friend;
Or place a call to a business firm
And be forced to share what's personal, and
Then find that your message wasn't made clear?
You have to be deaf to understand.

What is it like to be deaf and alone
In the company of those who can hear -
And you only guess as you go along,
For no one's there with a helping hand,
As you try to keep up with words and song?
You have to be deaf to understand.

What is it like on the road of life
To meet with a stranger who opens his mouth -
And speaks out a line at a rapid pace;
And you can't understand the look in his face
Because it is new and you're lost in the race?
You have to be deaf to understand.

What is it like to comprehend
Some nimble fingers that paint the scene,
And make you smile and feel serene
With the "spoken word" of the moving hand
That makes you part of the world at large?
You have to deaf to understand.

What is it like to "hear" a hand?
Yes, you have to be deaf to understand!

POSSIBLE EDUCATIONAL IMPLICATIONS

OF THE HEARING HANDICAPPED STUDENT

VOCABULARY:

- May be limited compared to peers.

SPEECH:

- May be hard to understand because of misarticulation.
- Tone may be unusual.
- Inflections may be non-existent.
- Volume may be inappropriate.

LANGUAGE:

- Expressive Language - may have trouble expressing him/her self orally.
- Receptive Language - may have trouble understanding spoken and written language.
- Written Language - may have trouble using appropriate sentence structure.

READING:

- May be at a lower grade level due to language and vocabulary limitations.
- May have poor comprehension.

SAMPLE HANDOUT

POSSIBLE SOCIAL AND EMOTIONAL IMPLICATIONS OF A HEARING LOSS

The hearing handicapped student in the regular classroom may:

- Be withdrawn.
- Be overly aggressive.
- Resent wearing his/her hearing aid.
- Be hesitant to speak.
- Have fewer or younger friends.
- Pretend to understand when he/she doesn't.
- Not ask questions to help his/her understanding.
- Hide the fact that he/she has a hearing loss.
- Need to watch other students to understand what to do.
- Have family problems.
- Not be aware of what's happening in social situations.
- Not understand why he/she is being disciplined.
- Not pick up social graces, courtesies or tact independently.
- Have all, some or none of the above characteristics.

SAMPLE HANDOUT

SUGGESTIONS FOR THE PHYSICAL WORKING CONDITIONS

In working with the hearing handicapped student in the regular classroom, try to:

- Face the hearing handicapped student while speaking.
- Stay within 3-10 feet of the student while speaking.
- Keep the sunlight on your face, not on your back.
- Seat the student according to these variables:
    - 3-10 feet from you.
    - Accessible enough to you so that you can easily make sure he/she is following directions.
    - Paired with a hearing student who can be of assistance.
    - In view of peer's faces so speech reading in discussions is possible.
- Speak in a full, but not loud voice.
- Speak carefully, but don't over-enunciate
- Clarify a concept by rephrasing the sentence rather than repeating it (remember their language and vocabulary difficulties).
- Use as many visual clues as possible (i.e., pictures, new or unusual vocabulary on board, overhead projector, etc.)
- Remember the following considerations during a movie:
    - Seat the student near the audio equipment.
    - Realize the student may not be able to watch the movie and take notes at the same time if his/her hearing is quite limited.
    - The student will not be able to speechread the teacher if he/she talks in the dark.
- Avoid obstructing the view of the speakers mouth, (hands in front of face, pencil in mouth, gum, moustache, etc.).

FILMS

HEARING HANDICAPPED

LISTEN

Time: 30 Minutes
Color

Listen is a captioned film revealing that one out of ten Americans suffers a hearing loss. Diseases of the ear are discussed. However, the fact that hearing aids are no stigma is strongly reinforced. Emphasis is also placed on the fact that sign language can break the language barrier.

Publisher: Total Communications
Laboratory
Western Maryland College
Westminister, Maryland 21157

Cost:
Purchase: $153.00

Audience Appeal: Teachers of Aurally Handicapped and Reg. Classroom Teachers

WE TIP-TOED AROUND WHISPERING

Time: 25 Minutes
Color

The film shows the stresses placed on parents who discover they have a deaf child. Along with the difficulty of accepting this, the parents are often the first to discover it. In some cases such a child has even been diagnosed as mentally retarded.

A need for a united program to help parents overcome a feeling of guilt, to accept the situation and direct and educate their child is the main theme.

Publisher: Total Communication Lab
Western Maryland College
Westminister, Maryland 21157

Cost:
Purchase: $150.00

Audience Appeal: Parent Groups

JULIA

Time: 10 Minutes
Color

The film would be used in conjunction with a discussion of the importance of diagnosis and identification of the special child in the regular classroom. Using Julia, a naturally quiet child, as an illustration, the film shows how a child can appear to have one kind of handicap when in actuality has another. Julia's teacher felt she was becoming more and more withdrawn and perhaps was retarded. After evaluating Julia it was found that she had a hearing impairment which was causing her behavior in the classroom.

Publisher: BFA Educational Media
2211 Michigan Ave.
P.O. Box 1795
Santa Monica, California 90406

Cost:
Purchase: $140.00

Audience Appeal: K-12 Teachers
Pre-School Teachers

VISUALLY HANDICAPPED

DEFINITION: A vision handicap is a physical deficiency in vision where even with the use of lenses or corrective devices, the child requires modification of instructional methods and materials or supplementary assistance in order to function and learn.

CHARACTERISTICS: A visualhandicap is indicated by one or more of the following characteristics.

- Visual acuity of less than 20/70 in the better eye after correction.
- Restricted visual field.
- Limited ability to move about safely in the environment.
- Need for Braille, large print or audio materials as primary reading medium.
- Requirement for adaptation of educational material.
- Requirement of specialized aids and equipment.

BEHAVIOR CHARACTERISTICS:

- Attempts to brush away blur; rubs eyes frequently; frowns.
- Stumbles frequently or trips over small objects.
- Blinks more than usual; cries often; or is irritable when doing close work.
- Holds book or small playthings close to eyes.
- Shuts or covers one eye; tilts or thrusts head forward when looking at objects.
- Has difficulty in reading or in other school work requiring close use of the eyes.
- Is uninterested in distant objects or unable to participate in games such as playing ball.

BEHAVIOR CHARACTERISTICS (CONT.):	- Holds body tense or screws up face either for distant or for close work.
	- Is sensitive to light.
	- Is unable to distinguish colors.
APPEARANCE:	- Red-rimmed, encrusted, or swollen eyelids.
	- Repeated sties.
	- Watery or red eyes.
	- Crossed eyes.
COMPLAINTS:	- Dizziness, headaches, nausea, following close eye work.
	- Blurred or double vision.
ADAPTATIONS:	- Glasses, if prescribed, should be worn and kept clean.
	- Light should be good and should come from over the left shoulder except in cases of left-handedness.
	- Children should sit so that all chalkboard work, charts, demonstrations, etc. are clearly visible. This means preferential seating with student as close to the visual material being presented as possible.
METHODS:	- Permit child to sit or move where he has good light and can see classwork.
	- He should not sit facing the light nor should he have his back to the light and there should be no glaring surfaces within his line of vision. He should sit erect and bring his work up to the necessary level for seeing.
	- Make use of "Talking Books", cassettes, tape recorders, and other auditory equipment.

METHODS (CONT.):

- Plan work so the child's schedule is based on eye work followed by eye rest periods. (A change of focus is considered as an eye rest period.)

- Reading and writing process is considerable slower for VH child. Allow more time and omit unnecessary assignments.

- Child should be expected to integrate in total program. If help is needed resource personnel for the visually handicapped can be contacted through the central special education office. Large print texts, workbooks. worksheets and maps are available.
  The above are available in braille and raised line drawings.

EQUIPMENT:

- Whenever possible, use a movable, adjustable, tilt-top desk for the large print student. If the desk top is flat, use a copy holder for resting working materials on eye level.

- Use a Primary typewriter with upper and lower case letters.

- Use unglazed paper of an eggshell color and soft lead pencil or felt tip pen. Some students will require heavily lined paper.

- Braille students will use braille writer, braille paper, slate and stylus, abacus, cassette player and reel-to-reel recorder. All specialized equipment available from the VH department.

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SAMPLE HANDOUT

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON?

1.

If you see a blind person who seems to need help, offer your services. Identify yourself and let him know you're talking to <u>him</u>. Otherwise, he might never know.

(AND WHAT DON'T YOU DO)

2.

A blind person <u>can</u> cross the street without being pushed or pulled, so if he accepts your offer, let <u>him</u> take <u>your</u> arm. He can follow the motion of your body.

3.

4.

Go ahead and use words like "see" and "look." You can't avoid them anymore than a blind person can because there just aren't any reasonable substitutes.

5.

6.

Speak directly to a blind person, not through a third party. Interpretation is not necessary since blindness is not a separate language.

As tempting as it may be to pet a dog guide, remember that this dog is responsible for leading a master who cannot see. The dog should never be distracted from that duty.

7.

8.

When you're leaving
a blind person, let
him know you are.
Don't leave him stranded.

And remember, when
you do meet a blind person,
common sense and
sensitivity to others
are most important of all.

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

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FILMS

VISUALLY HANDICAPPED

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON? Time: 12 minutes
Color

This film shows the audience the right and wrong ways of dealing with blind people in everyday situations. The Narrator shows Phil, an ill-informed sighted person, the proper way to help Jim who is really blind. Phil illustrates how to lead a blind person up steps and how to walk with him. Phil discovers that Jim works for a living, and that he can be free to use words like "look" and "see". Phil and Jim strike up a friendship and arrange a luncheon date. During lunch, Phil learns more about the treatment of blind people. Phil shows how to locate articles on the table, and he in turn shows a waiter how to talk directly to blind people.

Publisher: American Federation for the Blind, The
15 West 16th street
New York, NY 10011

Cost:
Purchase: $90.00

Audience Appeal: Upper Elementary Students
Secondary Students
All Personnel
Teachers Integrating Blind Students

TO CLIMB A MOUNTAIN Time: 14-3/4 minutes
Color

This is a film which challenges us all to reach our full potential. A group of young people, who incidently happen to be blind, find personal satisfaction through successfully climbing a mountain.

Publisher: BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Cost:
Purchase $205.00

Audience Appeal: All Personnel
Teachers Integrating Blind Students

THE EYES HAVE IT Time: 7 minutes
Color

The film, annotated by the use of puppets, stresses rules on care of the eyes and the importance of being careful with them.

Producer: National Prevention of Blindness Cost: $100.00

Audience Appeal: Elementary Students
SLIC Elementary & Junior High Students

RESOURCES

VISUALLY HANDICAPPED

American Foundation for the Blind
15 W. 16th St.
New York, N.Y. 10011

Division for the Blind
Library of Congress
Washington, D.C. 20542

Library for the Blind & Physically Handicapped
2030 Champa Street
Denver, CO. 80205

(303) 892-2081

NEW TRENDS

While blind people generally make mental maps of known routes and some use braille maps consisting of sequential lists of landmarks and directions, these are subjective and not necessarily reliable. Experimentation is now underway to produce lightweight, durable, inexpensive tactual maps that contain the information blind people need - - for example, lamp posts, mailboxes, and other potential hazards - - in a clear, uncluttered symbolic form.

The other area of map research is auditory maps, verbal descriptions of particular routes or geographic areas on cassette tapes. Easily portable auditory maps can also include the sounds of auditory landmarks. Tactual and autitory maps can be used together or separately. Both are geared for those who have undergone mobility training and are competent travelers.

The Bliss Passive Detector is a flashlight-type device that converts optical images into audible signals or vibrations. It has evolved from a reading aid.

Kay binaural sensor is an ultrasonic transmitter-receiver device mounted in a pair of spectacles that have special nonoccluding ear molds for receiving signals reflected from objects in the environment. It is connected to a power supply that can be carried in the pocket.

Through training, the user learns to differentiate the sound of a brick wall from the sound of a tree or metal garbage can, yet still hear the other sounds and noises around him. Effective for detecting overhanging objects and obstacles up to 15-20 feet away, it is used with a cane or a dog. A variation of the spectable housing idea, but one using infrared waves, is also being tested.

The Laser cane is a specially designed long cane which emits pencil-thin beams of colorless light to detect head-high objects, objects up to 20 feet ahead, and changes in the terrain, such as drop-offs, curbs, and manholes. It alerts the user by means of vibrating pins or a pin and audible signals. Through it the user can find a safe travel path, but it does not provide the wealth of detail about the texture and structure of the environment that the binaural sensor does.

The Russell Pathsounder is an ultrasonic device in a small box worn on a neck strap that warns of waist-high objects up to a distance of about six feet. It is not intended for dog users.

Visual substitution would involve a tiny TV camera which could be mounted on spectacles. The optical image from the TV camera would be transmitted to a device which would analyze the image and transform it into electrical impulses which are in turn transmitted to a waist-encircling cummerbund device containing thousands of stimulation points. These pain-free electrical impulses recreate on the skin a tactile display of the optical image. What will be the practical value of this idea is as yet undetermined.

Artificial Vision would also involve a tiny TV camera mounted on spectacles connected to a device which would analyze the image. The electrical impulses, however, would be transmitted to an array of electrodes located under the skull and in contact with the visual center of the brain itself, at the back of the head. There are many obstacles to the development of such a system, including determining the best kinds of signals, the strength of such signals, and the tolerance of the brain tissues for the electrode array.

SPEECH HANDICAP

DEFINITION:

A speech handicap is a deficiency which deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes, undesirable or inappropriate behavior. Speech problems may be classfied under the headings of articulation, fluency, voice disorders, or retarded speech/language development as indicated by one or more of the following:

CHARACTERISTICS:

- Substitutions, omissions and distortions of sounds.
- Cluttering or stuttering.
- Physical anomalies, such as cleft palate, causing nasality, or brain injury or disease causing dysphasia.
- Problems in auditory perception, such as discrimination and memory.
- Perceptive and expressive language difficulties affecting syntax and vocabulary.

SUGGESTIONS FOR HELPING STUDENT WITH SPEECH OR LANGUAGE DIFFICULTY:

- Seat the student near your desk.
- Say the student's name before addressing him or asking him to recite.
- Mark the student's correct and acceptable work, not just his errors.
- Rather than give discouraging low grades, give a comment when possible.
- Recognize and give credit for the student's oral participation in class.
- If grades on written material are given, designate one grade for content.
- Allow student to take an individual oral test to demonstrate that he can learn.

SUGGESTIONS FOR HELPING (CONT.):

- Read examinations for the class, since you are testing required knowledge, not reading ability.
- Give shorter tests more frequently, for amount of material and length of test influences the results.
- Provide extra test time by allowing student to stay in at recess, or to dictate answers to another student.

SOME PSYCHOLOGICAL PRINCIPLES FOR TEACHERS

1. A good teacher begins where she finds a child in his stage of development, always keeping in mind individual differences of children.

2. She directs each child's growth in language in the right direction and keeps him progressing beyond that point where she first found him.

3. She provides excellent speech patterns for the child.

4. The teacher furnishes a stimulating speech environment for the students. She maintains intelligent attitudes toward speech.

5. She deals with a child's speech problem whether it is one of accent, structure, voice, or peculiar variation in speech and the use of language, in such a way as not to bring ridicule or scorn for his speech or his ideas.

6. She does all in her power to help a child become aware of his deficiencies or handicaps and to aid him in making corrections, whether it is in the quality of his voice, the interpretation of the printed page, increasing his vocabulary, the pronunciation and diction in his speech, or in the expression of his ideas.

7. A teacher must possess an awareness of the value and beauty of good speech.

8. A teacher puts emphasis upon clarity of thinking, upon substantiation of facts, and upon sincere and honest expression.

9. She grows in knowledge of how words may and do affect others.

10. She increases her awareness of how errors, propaganda, false reasoning, and inadequate thinking become serious social problems or tragedies.

11. She teacher her students to develop more integrated personalities through the art of effective communication.

12. A teacher believes and practices the important principle that one learns by doing.

PERCEPTUAL-COMMUNICATIVE DISORDER

DEFINITION: A perceptual or communicative disorder is indicated by a significant discrepancy between estimated intellectual, potential and actual level of performance. It is related to basic disorders in the learning processes which are not secondary to limited intellectual capacity, visual or auditory sensory impairment, emotional disorders, and/or experiential information.

Significant consequences have been shown by one or more of the following:

- Impaired ability in prereading or reading skills.
- Impaired ability in reading comprehension.
- Impaired ability in written language expression, such as problems in handwriting, spelling, sentence structure, and written organization.
- Impaired ability to comprehend, apply or retain math concepts.

CHARACTERISTICS: Students adjudged "PC" have a multiplicity of handicapping characteristics; the pattern of handicapping characteristics possessed by the PC student is not the pattern as that of another PC student. In order to be adjudged "PC", students must have behavioral evidence of average or above average capabilities and at least three or more of the following criteria and two or more of the remaining criteria.

- An inability to attend:
    - To directions given to a group.
    - Asks that questions be repeated.
    - Distracted by minimal visual and auditory stimuli.
    - Cannot complete written assignments without assistance.
    - Daydreams.
    - Appears restless.
    - Varies degree of attention from day-to-day, task-to-task, and time-to-time.
- An inconsistent learning rate which varies between academic subjects and sensory channels:
    - Performance in math matches ability but does not match ability in reading or language arts; vice versa true also.

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CHARACTERISTICS (CONT.)

- Academic performance is inconsistent in a particular subject or skill area.
- Understands math concepts but cannot apply them in practical situations.
- Exhibits discrepancy between following written or oral directions.
- Remembers facts or concepts learned on a field trip but not in class discussion: e.g., excels in outdoor lab school but not in classroom science classes or in pre-lab experiences.
- Discriminates details in a visual design but not sounds within a word.
- Reads maps, charts, and graphs but not words.

- A persistent academic problem:

  - Cum records document continued difficulty with reading, math, and written language.
    Lower quartile group achievement test scores are recorded yearly in one or more academic subjects.

    Classroom performances in academic areas are noted "low".
  - Reduced skill in one area affects performance in related areas; that is, poor reading skill reduces achievement in language arts, social studies, science, and math story-problems.

- An inability to learn academics taught to a group:

  - One-to-one instruction is needed in order to begin or complete assigned tasks, concepts taught in a group situation are not understood but are understood when taught in one-to-one situation.
  - Produces more when expectations are clearly stated.

and two or more of the following:

- An origanizational and integrational difficulty:

  - Arranges paper work with poor spacing, directionality, and sequencing.
  - Organizes materials required to complete the class assignment with difficulty.
  - Comes to class without needed materials: paper, book, or pencil.
  - Confuses class schedules and classroom locations.
  - Desk, locker, and notebook are in disarray.
  - Loses personal items: books, coat, or lunch money.
  - Frequently has difficulty transferring learned concepts of skills. That is, passes a spelling test but does not spell the test words accurately in written assignments.

CHARACTERISTICS (CONT.)

- An inability to receive, organize, retain, and express spoken language:
  - Uses incomplete sentences and makes numerous grammatical errors; e.g., poor noun-verb agreement.
  - Relates sentences, stories, paragraphs, experiences, or directions out of sequence.
  - Has adequate information but gropes for words.
  - Is unable to state the main idea and therefore, relates minor or irrelevant details.
  - Has articulation problems which correspond to auditory discrimination difficulties.
  - Responds inappropriately to the topic being discussed.
  - Inadequately retains aural information: organization and expression reflect poor memory.
  - Fails to understand two meanings of one word.
- An inability to decode, sound blend, or comprehend written symbols in reading:
  - Decodes words poorly.
  - Makes appropriate sound-symbol associations but blending sounds into words is hard.
  - Reads word-by-word.
  - Reverses order of words in sentences or sounds within words.
  - Repeats ideas read without sequence.
  - Answers oral or written questions poorly because of faulty comprehension.
- An inability to receive, organize, retain, or express written symbols and written language:
  - Makes better oral than written responses.
  - Cannot write thoughts in sequence.
  - Makes grammatic and spelling errors.
  - Completes assignments requiring manipulative responses rather than written responses.
  - Responds on abstract levels in oral discussions and concrete levels in writing.
  - Quality and quantity are below ability.
  - Cannot take class notes or make outlines.
- Spells poorly because of an underlying sequencing disability:
  - Reverses letters and sounds of multi-syllable words (examples: psaghetti/spaghetti, girl/gril).

CHARACTERISTICS (CONT.)

- An inability to comprehend, apply, and retain math concepts:
  - Unable to associate meaning to numerals.
  - Has difficulty grasping temporal-spatial relationships: Time, space, size, and volume.
  - Unable to apply math processes to everyday situations.
  - Basic math facts are weak for grade level.
  - Unable to understand basic math processes.

- A visual-motor integration disorder (e.g., poor handwriting):
  - Forms letters inconsistently - varies their size and shape.
  - Takes illegible classnotes; written assignments are undecipherable.
  - Continues to reverse b, d, p, q, u and n beyond 7 or 8 years of age.
  - Inverts (19-16) and reverses (17-71) numerals.
  - Positions writing paper improperly.
  - Holds hand or pencil improperly.

SAMPLE HANDOUT

AN EXCEPTIONAL LETTER TO TEACHERS

DEAR_____

You have inherited Joey with his perceptual handicap. Because I have worked with him, frustratingly at times, I thought that you would be interested in how I see him and attempt to help him.

He is a boy who is essentially normal, that is, his hearing is normal, his vision is normal and his intelligence is well within the normal range. Yet he does not learn well, and what he learns is labored and often soon forgotten. But Joey is "normal."

He like other children with this problem has visual, auditory and motor difficulties; (i.e.)

Visual discrimination:	Telling the difference between squares and rectangles, between "p" "b" "d" "g" "p" "g" "b."
Visual memory:	Forgetting what he has seen.
Auditory discrimination:	Put, pat, putt, pet, pot, pit, all may sound alike.
Auditory memory:	"Huh?", "what?" is a favorite expression as he forgets a series of things to do after you have told him to (1) stand up, (2) sharpen your pencil, then (3) sit down.
Poor eye-hand coordination:	Trouble copying from the board to his paper. The hand has difficulty copying what his normal eye sees.
Poor spatial orientation:	What is the difference between left, right, up, down, over, under, next to, on top of, inside, outside?
Poor figure ground:	Not seeing letters in words, words in sentences, not seeing one arithmetic example on a page of several; he cannot see the trees from the forest.
Perseveration:	The inability to shift easily from one activity to another, from recess to classroom, from spelling to arithmetic. He may write a word incorrectly, erase it and immediately write the same incorrect word again.

Hyperactivity:	We all know this so well, inability to focus on learning, much squirming, looking around, hitting, etc.
Disinhibition:	The "I couldn't care less" attitude which prompts "naughty" actions such as walking around the classroom, walking out of class or on the other end, day dreaming, that is, blocking out reality.

To you and me it matters very little that the student you have has been classified by Sam Clement as "minimal brain dysfunction" or by Bill Cruickshank as "brain injured and hyperactive child," or that Beth Slingerland describes it as "specific language disability," or Newell Kephart "perceptual-motor handicap" or that most parents use the term "dyslexia." What is important is that you have to live and work with this boy six hours a day, five days a week, knowing that in his present learning state he has every guarantee of being a 16 year old drop-out.

Now, assuming that he is not in a self contained classroom with a maximum of eight children, or that he does not have access to a resource room with a specially trained teacher, then you are faced with his educational salvation. Let me tell you what others are doing.

First it is almost universally agreed that the teacher, like yourself, must be an experienced person, with a special interest in perceptually handicapped children who has the acceptance and empathy necessary for dealing with these children. I am not speaking about the specially trained teacher, but the regualr classroom teacher. She needs a sense of humor, the ability to adapt to new ideas and above all the recognition that each lesson her handicapped child learns must be taught at the lowest level of achievement.

For example: if daylight and other children are distracting him, then he must be placed in a quiet, non-distracting part of the room. Ideally, a study carrell could be made by the Industrial Arts teacher. If he fails his ten spelling words a week, but can master three, then this is his lowest level of achievement. If his reading is a problem, because he can't sound out words, and he can't sound out words because he can't remember the difference between "p" & "b" and he can't remember the difference between "p" and "b" although it has been taught to him 200 times because he can't remember which stick has the balloon up or down then "reading" begins at the level of having him "feel" a wooden "p" & "b," first to his face, then behind his back until he can feel, see in his inagination and finally say the difference between them.

AN EXCEPTIONAL LETTER TO TEACHERS (CONT.)

One of the most often asked questions of teachers and parents is "How do we get kids to listen?" Listening is a skill that can be taught in both isolated and integrated steps.

1. Concentration: Attention, getting the child to listen with a "I'm going to tell you something now that will help you.

   A) get better marks
   B) get a job like daddy has
   C) find a missing piece of a puzzle."

2. Discriminate: Sort out sounds or facts, talking over a Dixie cup phone, walkie talkie, Simon-Says Game.

3. Integrate: Understanding

   Do cars grow?
   Is a boy a man?
   Open the door.
   Find page 75 in your reader.

4. Associate: Respond meaningfully

   My name is
   In summer I
   Birds fly but fish

   Which word is out of place

   ice cream, cake, pencil, candy
   John, Joe, Mary, Bill.

5. Memory: What did you have for breakfast?
   Who remembers the answer to the last arithmetic problem?
   When the car crashes, the people are

6. Sequencing: Recalling in correct sequence what you have heard before.
   What number comes right after 3? right before 8? letter just before Z. Repeat:
   We all went to the country for a picnic last Sunday.

7. Monitoring: Scanning for other sounds.

AN EXCEPTIONAL LETTER TO TEACHERS (CONT.)

But with a class of 30 or 40 children isn't the above impossible? In reality, it could be and may be. But if there is any way to structure help for this young child I know that you will do it and that is why I have spent the time listing suggestions that might just be practical in an otherwise impossible situation.

John F. Murphy
Senior Supervisor
Perceptually Handicapped Children
The Commonwealth of Massachusetts
Department of Education

Permission was granted to the Colorado Division of Special Education to reprint this article for distribution.

SAMPLE HANDOUT

CHARACTERISTICS OF STUDENTS WITH SIGNIFICANT PERCEPTUAL-COMMUNICATIVE DISORDERS

_____ Inadequate attentional skills
(circle which: short attention span, hyperactivity, hypoactivity, disinhibition, perseveration)

_____ Speech and language developmental delay

_____ Sequencing inability

_____ Motor impersistence

_____ Confused directionality

_____ Intersensory-integration difficulty

_____ Motor incoordination

_____ Visual perceptual disability

_____ Best learning when in 1-1 setting

_____ Long-term learning problems

_____ Tested discrepancy between verbal and performance IQ

_____ Achievement below expectation

_____ Discrepant performance in academic behaviors

_____ Poor spelling

SAMPLE HANDOUT

CHARACTERISTICS OF THE P.C. ADOLESCENT

HYPERACTIVITY-tapping fingers, pencils, or feet, grimacing, tics, or forced artificial control resulting in a rigidly tense body.

PERCEPTUAL-MOTOR IMPAIRMENTS-bumping into desks or wall, clumsy in shop or P.E., constantly tardy because he doesn't get the feel of the passing of time.

EMOTIONAL LABILITY-overreacts to stimuli, demanding, unaware of impact on others, constantly proves self.

GENERAL COORDINATION DEFICITS-poor handwriting due to cramping and general illegibility (may be a means to cover up spelling errors), fast note taking is a problem, typing is an asset but the noise in the typing room is often a problem.

DISORDERS OF ATTENTION-attention span insufficient for the long lecture periods so student becomes a distraction to others or just freezes and can't concentrate.

IMPULSIVITY-little restraint, loudest clapper, uncontrolled sneezer, noisiest laughter, more serious consequences as teenager begins driving, dating, and baby sitting.

DISORDERS OF MEMORY AND THINKING-doesn't consider consequences of actions, time and sequence great enemies, lacks inner--direction to organize, so he doesn't study, poor memory.

SPECIFIC ACADEMIC DISABILITIES-continues to have difficulty in reading, and all the areas that influences, math, writing, and particularly in handwriting and spelling.

DISORDERS OF SPEECH AND HEARING-problems with articulation, slurring of middle syllables, omission of final consonants. Spelling usually reflects this speech. Other speech problems include difficulty with correct word choice and order, sequencing, and omission of auxilliary words which is also reflected in his writing. Noise can inhibit learning.

EQUIVOCAL NEUROLOGICAL SIGNS AND ELECRTOENCEPHALOGRAPHIC IRREGULARITIES-soft signs such as incoordination of ocular muscles, poor finger coordination, mixed laterality, speech defects, general awkwardness which result in the avoidance of reading and P.E., particularly activities like tennis or baseball.

PERCEPTUAL AND COMMUNICATIVE DISORDERS

1. Not a physical handicap -
2. Not primarily emotional disturbed -
3. Average or above I.Q. in verbal or performance area -
4. Breakdown may occur in:
   a. input
   b. processing
   c. expression
5. Ten most frequently noted characteristics of E. H. students:
   a. Hyperactivity
   b. Perceptual - Motor Impairments
   c. Emotional Lability
   d. General Coordination Deficits
   e. Disorders of Attention
   f. Impulsivity
   g. Disorders of Memory Thinking
   h. Specific Academic Disabilities
   i. Disorders of Speech and Hearing
   j. Soft Neurological Signs

TECHNIQUES FOR USE WITH STUDENTS WITH LEARNING PROBLEMS IN THE REGULAR SECONDARY CLASSROOM.

English

In Literature,

1. Try listening to taped or recorded stories along with following the text.

2. Use a small group of class members to be the readers (by parts of sections to the rest of the class) Reader's Theatre type only in class.

3. Pair readers for reading assignments over the heads of some of the students - put a good or average reader with a poor reader.

4. Have the teacher or an excellent reader read orally to the class and let students follow along in the text.

5. Use comic books, student or simplified (versions) synopses, or films and filmstrips with classics to let poorer readers be a part of the class.

6. For severe reading problems or blind youngsters, obtain the Talking Books for the Blind.

7. If parents are cooperative, try to enlist a family member to read to their youngsters with a reading problem.

8. Utilize tutors outside of class - volunteers from school, community, senior citizens, etc.

9. Review lessons frequently to build the sequence for students having some difficulty following the story line.

Math

Many of the math problems with these youngsters are fear or awe of too much, or lack or organization in how to attack the material. To help:

1. Assign fewer problems. If pressure from other students, assign all students varying amounts of work (alternate problems, 1-15, another group 15-30, etc., random numbered problems, etc.)

TECHNIQUES (CONT.)

2. Have students fold paper into lines, quarters, or half and just work what they see until that is complete.

3. Use a tutor who prepares a sheet with wider spacing and fewer problems per page.

4. Student works problem out, writes it down, then uses calculator to check work. If didn't get right, asks for help on problem. Emphasis is on process because know calculator will give correct answer - also motivating.

5. Students often can tell us what kind of day she/he is having if we'll just ask. Try when giving an assignment or sheet of problems, have the student write at the top before she/he starts, how many can be done correctly. Then let the student work them, correct them and see if she/he met their goal. Proceed to greater # gradually.

6. In story problems, often related to confusion in reading, have the student read the problem and underline key words and phrases. Then proceed with what type of problem it is, etc. or have someone read it to the person having reading problems.

7. If problems are mixed up, addition, subtraction, etc. on one page, point this out by underlining, circling, or using yellow marker, etc. on the sign to forewarn pupils. Then fade clues gradually.

8. Set up a system (check list, if you will) of how to attack a math problem, e.g., first decide if addition, subtraction, then post a chart up for students to refer to.

Reading/Study Skills

1. Always introduce new words, go over their dictionary meanings and meanings of how the word is related to what they will be reading.

2. Review words occasionally, don't expect to show them once and they'll have it.

3. Determine the reading level of your text, using the Fry and Fog index, and if it's too high for some of your students - assign portions of assignments, reading pairs, or something which is within their reading level. Never expect a student to read and comprehend something very much above his reading level.

4. Guide student's reading with meaningful questions.

Techniques (cont.)

5. Teach the SQ3R method as a study technique.
   S - scan or survey the section to be read.
   Q - turn all bold fact type into questions, ask that question then.
   R - read that passage, continue this until the end of the section or chapter answering the question at the end of that section.
   R - review what you've read, use the questions at the end of the passage and review the chapter by
   R - reciting them out loud and reciting the answers.

   (If no questions at the end, make up your own from the bold type and recite the answers to those for your review.)

6. Another idea is to take a sheet of paper and before reading or studying, write down everything on your mind - even dirty words and place that at the end of what you need to study, then study. It clears your mind for studying/ reading.

   Use problem readers as tutors to younger children. Often problems in reading lie in lack of reading skills rather than anything more serious.

Reports

To allow for some individual differences.

1. let some student do oral reports - this can be done face-to-face;

2. one person to others in a small group with each student rating the speaker to a checklist (need to caution that the checklist is fully understood);

3. let groups discuss topics and select a reporter to feed back to the large group;

4. let a student tape an oral report (may or may not require a brief written outline);

5. submit written reports; allow for variations such as illustration with the report; or a series of illustrations with captions which can be substituted for a written report.

6. write or prepare a report for a younger group of children and go to their class at prearranged time to give it. Keeps reading level low and removes the threat of reporting to one's peers.

Techniques (cont.)

Science

1. Use of lab work with a mixture of students who have varying abilities.

2. Making science a living thing rather than emphasis on textbook material. Take science out of the classroom.

3. See suggestions under other categories also.

Social Sciences

See literature for some suggestions.

1. Obtain a variety of books covering the various topics that are being studied and individualize poorer readers' assignments to something within their reading ability.

2. Extend the study of social science topics into a reader, e.g., if you are studying geography instead of the wall map, build a topographical relief map in the classroom (use more talented students to read and help translate to students having difficulty).

3. Utilize films and filmstrips about areas in an unusual way, e.g., instead of showing a filmstrip and cassette as traditionally used, select certain frames of the tape for common study and discuss them. Using a filmstrip on climate, look at the roofs of the different type of buildings, or plant life, or soil and try to guess about the climate and the type of people living there, etc.

4. Extend the social sciences into the communities - relate history to old folks in the area who have community history to tell; in studying World Wars or Korean and Vietnamese Wars, bring in Community members who can relate the war (both at home and abroad).

5. Make social sciences as realistic as possible, if studying old west, obtain a collection of antiques or artifacts to bring in, or art work, home crafts, etc. and use as a point of discussion rather than always using written material. Try to emphasize how people lived, their ways of having fun, the type of work they did, etc, through parents and other elderly people.

Techniques (cont.)

6. Use Foxfire approach. When using interviews, you may find it requires a lot of organizational skills and academics in questioning interviewer, but if taped, not a lot of reading.

Tests/Evaluations

1. Avoid T-F tests. They emphasize reading and trick reading at that.

2. If possible, change the emphasis in your teaching on learning rather than testing. If a student can do work in class but freezes on tests, find more informal ways to get an accurate assessment of the student's knowledge.

3 Test what's important and teach what is important. Trivia is not the real meaning of education and especially not for students with learning problems.

4. Try not to test too much material at one time. This tends to "overload the circuits". So, shorter, more frequent tests are better than infrequent lengthy exams.

5. Teach and test what your objectives say you'll teach and test. A straightforward, no curves approach will be much easier for the students with learning problems to cope with.

6. Curb any appetite for pop quizes as punishment to make students study. Rather, if you want quizzes, use them with warning and as a means of diagnosing how your students are learning and you are teaching.

7. If you've presented something new or something difficult, get student's reaction of whether they understood by asking a few simple questions. Have students respond to a few basic questions on the "feeling wheel".

8. Use a pictoral test for a change.

9. Have the student interview with you if you don't know what she/he knows. Grading and evaluation should be open, not a surprise. Try to test according to individuals' ability.

Techniques (cont.)

10. Give students test orally if they need that type of assistance. This can be done with a resource room teacher, a volunteer or any other available adult. You can use student assistance, but select carefully and not a peer. Consider the delicate position of the student assistant in the testing matter.

11. Tape a test and have student use a headset in the classroom or just the tape recorder in another room. Responses can either be written or given orally with enough time allowed on the tape.

    Remember, if you've been expecting a student to read assignments above his/her reading level with no assistance, a test given using even some of these techniques will probably not yield anything until accommodations are made throughout total instructional program.

General

1. When working on outlining instead of 2 or 3 pages of a chapter, have the student outline only the 2 or 3 paragraphs which are most difficult for him.

2. Spelling techniques differ widely from writing the word misspelled lots of times to writing it spelled correctly lots of times. In spelling, generally the student is lacking in good memory skills. The extra practice is necessary, but shorten the list of words. Then have students really concentrate on that shorter list. Let them practice both oral and written spelling to see which way they can learn it. They'll do it anyway.

3. Correct grammar is a real toughy if the students are accustomed to learning poor grammar. A couple of things which are a caution: don't try to work on too many cahnges at one time. Maybe seen-saw, gone-went, are big problems. Work on just that much for a week. Don't keep it a secret that you're working on it. Let other students, teachers and parents know. Work on it with the whole class. Not just one student.

   I have seen this work that the teacher puts a token (or a penny) in a box each time a student uses the word correctly and the student puts in a penny when he or she uses the word incorrectly.

Techniques (cont.)

4. Use grammar in games for additional practice.

5. Use spelling and grammar rules. When easily understood and taken gradually, it allows for lots of practice on each rule. Skimming over rules offers more confusion than foundation.

6. Try making contracts with students who are having problems for the work to be done for your class. A contract implies input from both parties. A fair contract doesn't mean that the teacher demands something, and the student delivers for some type of reward (Be willing to hear the student's side of the issue also.)

Be patient, understanding near Godly but greatest of all, be a human.

Remember that book is a tool of the curriculum, not the entire curriculum.

Presentation by:

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Greeley, Colorado
S.W.A.L.C. Conference
Keystone, Colorado, Summer 1975

SAMPLE HANDOUT

ALTERNATIVES FOR THE P/C ADOLESCENT

1. Students with memory problems could benefit by revisualising or reauditorising a task before starting it.

2. The less note taking and reliance on memory, the more likely the student with minimal disabilities is to succeed. Therefore, you could:

   a. Prepare written instructions for homework, including page numbers, required questions, date due, etc.

   b. Distribute exam study sheets including the date of the exam.

   c. Tape your lectures and make them available in the library for students who want to listen to them again.

   d. Mimeograph outlines of your lectures for students to follow and fill in while you're talking.

3. Reduce the amount of written work required of students with language or motor problems. To justify this, consider that less quantity for this student represents as much work as more quantity for a student without disabilities. Instead of written work, substitute:

   a. oral reports
   b. conferences with the instructor
   c. a taped report
   d. a slide and tape show
   e. a photographic essay
   f. etc., be creative!

4. When looking at written work, try to differentiate between poor spelling, poor handwriting, and poor content.

5. If you are interested in the student's spelling errors on written work, list them on the back of the paper, or on a separate sheet of paper. The student's paper is much less rejecting and the student will be more likely to turn in the next assignment.

6. To correct spelling errors, have student practice words by writing them and spelling them aloud. Sometimes it is helpful if the student familiarizes himself with the shape of the word by outlining it.
for example:

7. Avoid presenting too much material, too fast. The student may just give up.

8. Instead of giving a series of directions try breaking them into short parts.

9. You can help a student focus his attention by saying things like, "This is new...This will be needed for..."

10. The EH type student will profit more from what is said if he is asked to listen to others for short periods of time, only.

11. You can help a student to structure himself by telling him what 'll be covered in class today, this semester. Then review where you've been.

12. Students with learning problems will also need help in structuring assignments for themselves. Initially, limit the number of choices (freedom) until the student learns to handle it.

13. The multiplication tables can be a useful reference which will enable students with memory problems to progress to more complex math operations.

14. Using graph paper for math helps to keep the figures in the correct columns.

15. To help correct spacing and letter size problems, try using graph paper for written work, too.

16. Other aids in handwriting are: building up the size of the pencil or pen with a rubber band and using a fine tip felt pen to increase letter size.

17. Creative writing could include "writing" on a tape recorder. This would bypass some of the skill areas where the student might be weak (spelling, handwriting, punctuation, etc.) to concentrate on content and organization.

18. Idioms may be a problem because the student often attempts to interpret them literally.

19. New vocabulary can be a stumbling block. It would be useful to introduce the vocabulary before the reading assignment. A running list of unfamiliar vocabulary could be kept on a piece of butcher paper.

20. Whenever possible, students should see an enactment (play, TV program, or movie) to reinforce the material about which they are reading.

21. Tutoring younger students and teaching their peers is a terrific ego boost, generally, and a good way to motivate the student to learn the material. (Many high schools do run tutoring programs for elementary school children.)

22. Many PC students can't tolerate unstructured situations, noise, pressure, competition, deadlines -- meaning there may be problems with tests, field trips, "free" days, etc.

23. Group discussion can be an area where a minimally handicapped student really succeeds or it can be a very threatening situation. To alleviate the threat, a large group can break down into pairs to discuss an issue. Then one member of the pair can summarize the discussion for a larger sub-group or the total classroom.

24. A study skills center in the classroom or for the whole school can be very useful. Perhaps this could be staffed by library personnel, reading or PC personnel. Important skills would be note taking and summarization. Students might be released from class time to go to the skills center. This would release the teacher to work with average and above average students.

FILMS

PERCEPTUAL-COMMUNICATIVE DISORDER

ADOLESCENCE AND LEARNING DISABILITIES — Time: 23 Minutes, Color

This file presents strategies for helping the learning disabled student to succeed in the tasks of adolescence and to learn what he or she will need for survival on leaving school. Many practical approaches are given in teaching the learning disabled adolescent survival skills.

Publisher: Lawrence Productions, Inc.
P.O. Box 1542
Brulingame, California 94010

Cost:
Purchase: $330.00

Audience Appeal: Secondary Teachers
Secondary Students

IF A BOY CAN'T LEARN — Time: 30 Minutes, Color

This well done and current film traces the educational experiences of a student who enters senior high school with undiagnosed learning disabilities. A perceptive reading teacher refers the student to a diagnostic clinic. After a thorough evaluation, the clinic follows up with consulting services for the regular classroom teachers who are working with the student. The film stresses the boy's strengths, particularly outside the classroom, as well as dealing with his academic deficiencies. If a Boy Can't Learn would be a fine film for developing awareness and sensitivity.

Publisher: Lawrence Productions, Inc.
P.O. Box 1542
Burlingame, California 94010

Cost:
Purchase: $295.00

Audience Appeal: Secondary Teachers
Parents of Secondary Students with Learning Disabilities

INFORMATION PROCESSING — Time: 30 Minutes, Color

Information Processing provides a means of exploring language disorders in a sophisticated manner thought observations at a cocktail party. Disorders of attention, memory, figure-ground and reception are presented through observation and discussion by David Steinberg.

Publisher: CRM Educational Films
Del Mar, California 92014

Cost:
Purchase: $395.00
Rental: $ 35.00

Audience Appeal: Secondary Teachers
Professionals after introduction to Language Disorders
Speech Therapists

SPECIFIC LEARNING DISABILITIES IN THE CLASSROOM

1. EVALUATION 111 — Time: 28 Minutes, Color

This film follows two learning-disabled children through a series of evaluative tasks to determine their learning strengths and weaknesses, giving teachers a practical understanding of evaluative techniques; interprets evaluation results and identifies optimal patterns of learning; relates parents; perceptions of their children's problems; presents relevant neurological and psychiatric information.

2. LANGUAGE 110 — Time: 23 Minutes, Color

Defines and documents the most common types of specific learning disabilities; presents a language learning-hierarchy, illustrated by actual footage, to show how and why learning disabilities impair academic development; discusses resources outside of the school which can offer evaluative and remedial help.

3. REMEDIATION 106 — Time: 31 Minutes, Color

Describes how information gained through evaluation and observation can be translated into appropriate individualized remedial planning; follows one child from film #2 into the classroom and through remediation; presents and discusses remedial techniques and procedures which teachers can use in the classroom.

Publisher: Davidson Films, Inc.
3701 Buchanan St.
San Francisco, CA 94123

Cost: $325.00/ea.

Audience Appeal: Teacher Training
Parents

A WALK IN ANOTHER PAIR OF SHOES — Time: 18½ Minutes, Color

A Walk in Another Pair of Shoes is an audio-visual production designed to explain to other children some of the problems encountered by Neurologically handicapped children. The emphasis is on how it feels to be handicapped and on how a normal child can be of assistance to a handicapped friend.

While it was written with the elementary school aged child in mind, it has been found to be of considerable interest to teachers, parents, pre-school mothers groups and other adults who work with handicapped children.

Publisher: CANHC
P.O. Box 604
Los Angeles, California 90053

Cost:
Purchase: $6.90

Audience Appeal: Elementary Teachers'
Students, Grades 4 - 6
Junior High School Students

PARENT

AND

PROFESSIONAL

READING RESOURCES

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